

SECOND GRADE WRITING MINILESSONS

To do:

- ✓ add specific lessons from state standards
- ✓ lessons from workshop
- ✓ practice talking out loud with what I would say to student during conf. (use writing samples that I have filed) ch 4 SNE

Key:

CL = Craft Lessons (Ralph Fletcher)

2nd = Writing Mini-Lessons for Second Grade (Deb Smith)

TYW = Teaching the Youngest Writers (Marcia Freeman)

CTW= Classrooms That Work (Allington and Cunningham)

HIG = How's It Going? (Carl Anderson)

SNE = Seeing with New Eyes (Northwest Regional Educational Laboratory)






Sn = Snapshots (Linda Hoyt)

RRR = Revisit, Reflect, Retell (Linda Hoyt)

*Items in blue are what I will focus on the first half of the year.

*Highlighted items are what I will focus on through the year.

GENERAL PROCEDURES

-  Writing Block Procedures (what writing workshop looks like)
-  Rules (create these with kids)
-  Spacing Words
-  Skipping Lines
-  drawing a line through a mistake instead of erasing

- ✍ noise level - whisper, inside voice, playground voice
- ✍ Adding on to a piece of writing (2nd p. 26)
- ✍ Labeling everything we put in writing folder (put folder pocket title on each sheet I hand out)
- ✍ Where to put a work in progress
- ✍ Where to put a list of ideas
- ✍ Where to put a piece in the middle of publishing (hanging file)
- ✍ Where to find publishing paper, dedicated pages, title pages
- ✍ "Status of the Class" with Writing Process Chart (Barry Lane?)
- ✍ Adding to our "Great Writers. . . " List
- ✍ Give your writing a "PAT" (Purpose, Audience, Topic), or Don't leave a "GAP" (genre, audience, purpose)
- ✍ Practice in pairs their plans for writing that day; then share with class (HIG p. 92)
- ✍ "Always watch what I model so that you can get a picture in your head of what to do if you get stuck."
- ✍ Recruit students to find "mentor texts" that may be good models of writing (HIG)
- ✍ Putting items in a portfolio (TYW p. 133)

Use the language of the traits in the first 9 weeks. "Students hear [the traits] long before they can reproduce these things in their own work." (SNE) Same thing with genre!

CONFERRNCING

- ✍ What a Writing Conference Looks Like
- ✍ Procedure for Writing Conference Groups
- ✍ Class Discussion about what writing conferences are for (HIG p. 88)
- ✍ Filling in the "Strategies for Me to Try" sheet

(in writing folder)

- ✎ "Fishbowl Conference" (HIG p. 90)
- ✎ Fishbowl Conference of the Teacher's Role (HIG p. 94)
- ✎ Fishbowl Conference of the Student's Role; being able to "jump right in" and talk exactly about what he/she is working on as a writer (HIG)
- ✎ compare student draft to a "mentor text" (HIG 120)
- ✎ Fishbowl Conference to show how to conduct peer conference (HIG p. 146)
- ✎ Peer conferences (TYW p. 47)
- ✎ Using the ISTEP rubric to bump your paper to the next score

AUTHOR'S CHAIR

- ✎ Intro to what Author's Chair is (2nd); also TYW p. 43 - REALLY emphasizes listening
- ✎ Making a List of Questions Children Can Ask During Author's Chair (2nd)
- ✎ Author's Chair - role of the author
- ✎ Giving a compliment (TYW p. 44) - give thumbs up when you hear certain skill used
- ✎ Model how to join author's chair if you were busy writing (TYW p. 42)
- ✎ "Symphony Share" - each shares one sentence what they did as writers that day; can link this to mini-lesson taught that day (HIG p. 87)
- ✎ Author shares process of how they did something (SNE p. 94)
- ✎ Author's Chair - Stars and Wishes (Deb Smith)
- ✎ Tell what a partner wrote
- ✎ "Invitation Share" for those who used the day's strategy (later in the year)

IDEAS

Choosing a Topic

- ✎ Writers Write Best About Things They Know and Care About
- ✎ Writing is telling about something (2nd)
- ✎ "What do you notice about the world?" (SNE p. 91)
- ✎ Choosing a Topic (2nd)
- ✎ Using an "I'm an Expert" sheet (2nd p. 19)
- ✎ Narrowing the "I'm an Expert" topic (2nd)
- ✎ "What I Know" List for homework (TYW 27)
- ✎ Telling students what we'll be doing that month (2nd p. 9)
- ✎ What to Do When You're Stuck (p. 52-53 of 2nd)
- ✎ Talk Time (TYW)
- ✎ Clipboard Trip (TYW)
- ✎ Alpha-List for choosing a topic (Cheryl Sigmon's web site)
- ✎ Make a list of the stories from your life (2nd p. 21)
- ✎ Inform of different purposes: to inform, entertain, or persuade
- ✎ Getting an Idea from a Book
- ✎ Using "All the Places to Love" (p. 193 of SNE)
- ✎ Reading stories from the lives of other children (2nd p. 21)
- ✎ New Ways to Write About an Old Topic (CL)
- ✎ Story Starters
- ✎ Idea Books (can use for HW)
- ✎ Jokes and Riddles
- ✎ Post Office Center

Choosing a Title

- ✎ few great lessons starting on p. 38 of 2nd
- ✎ Choosing a Title that Matches the Writing
- ✎ Choosing a Title Using Alliteration

Adding Details

- ✎ Great details are things that no one else could share; only your experiences!
- ✎ Share details a reader might not know (SNE p. 8)
- ✎ General vs. Specific (Craft lesson)
- ✎ Seeing the pattern in good details (tell something, then give a detail about it)
- ✎ Creating "Mind Pictures" (Craft lesson)
- ✎ The More Descriptive it is, the more **connections** your reader makes
- ✎ Contrast the picture in your mind to the actual writing on the page (HIG p. 56)
- ✎ Binocular Analogy (Barry Lane)
- ✎ "Image Search: The Art of Good Writing" (RRR p. 84); "Point It Out!" (RRR p. 109)
- ✎ Don't hit your reader over the head (TYW p. 126)
- ✎ Using Illustrations to Convey Information (Craft lesson)
- ✎ Using the 5 senses
- ✎ Describing Words
- ✎ Adjectives and Adverbs






Making the Writing More Understandable and Interesting

- ✎ Continuing Writing from One Day to the Next
- ✎ Narrowing in on one big idea (HIG)
- ✎ Moving Beyond List and Love Stories (Craft lesson)
- ✎ Staying on Topic (p. 54-55 of 2nd)
- ✎ Leave a blank in a sentence if you can't think of a word - like GCW (TYW p. 34)
- ✎ Getting Rid of Repetition / Condensing the Story or Information
- ✎ Cause and Effect (Craft lesson)
- ✎ Knowing Your Audience




Narrative

Beginning, Middle, and End




- ✎ Snake and mouse picture to intro (TYW p. 115) - using the 5 W's
- ✎ Using a story map to plan your narrative

-  3 page book (Craft lesson)
-  Listen to Story to Identify (Craft lesson)
-  Listen to Story to Identify and Label Problem/Solution on a Chart
-  Concept of a story Wilfrid Gordon, Frog and Toad, and The Keeping Quilt (SNE p. 202)
-  Chapter 14 of TYW










Setting

-  Describing the Setting (Craft lesson)
-  Using Details to Describe Setting (Craft lesson)
-  Setting (TYW p. 122)





Character

-  Physical Description of a Character
-  Use "inner thinking" to build a scene (HIG 111)
-  Using dialogue (HIG)

Expository

-  NONFICTION CRAFT LESSONS HAS OVER 20 LESSONS!
-  Chapter 13 of TYW
-  Choosing a title (2nd p. 39)
-  Ideas for this on p. 51 of 2nd
-  Writing a Report (p. 60-62 of 2nd)
-  Famous Person Reports/Biographies
-  Two-Point Paragraph
-  **Important Poems**
-  Using a chart for a nonfiction report (TYW p. 32)

Friendly Letters

-  intro with letter man
-  p. 58-59 of 2nd
-  Dear Mr. Blueberry
-  write letters to authors when we like their book

Poetry



Lists

-  Note Writing and List Making (Sn p. 230-232)

ORGANIZATION

- ✍ What Organization Is (SNE p. 9)
- ✍ Beginning, Middle, and End (lessons beginning p. 46 of 2nd)
- ✍ Pacing a Story (CL)
- ✍ Time Transitions (CL)
- ✍ See Saw Story Structure (CL)
- ✍ Transitions Between Paragraphs (CL)
- ✍ Good organization makes your reader wonder - making predictions
- ✍

Leads

- ✍ "Safe Topic Sentences"
- ✍ Writing a Strong Lead; good intro lesson on what a lead is (CL)
- ✍ Circular Leads
- ✍ "Hook" your reader with onomatopoeia (TYW p. 79)
- ✍ Lead with an opinion: I think, I know (TYW p.77)
- ✍ Leading with Dialogue
- ✍ Climatic Leads
- ✍ Lead with action (HIG 111)
- ✍ Bad Examples of Leads

Endings

- ✍ Good endings can tell how you feel
- ✍ Brainstorm better feeling words for endings (TYW p. 118)
- ✍ Use Bernard Most's books to show good endings
- ✍ Circular Ending
- ✍ Surprise Endings (CL)
- ✍ Ending with a Question
- ✍ Summarizing
- ✍ Personal Comments
- ✍ Ending with the Beginning of a New Story
- ✍ Bad Examples of Endings
- ✍ Addressing Uninspired Chronology (ending with and

then they died)

- ✎ Using the same ending is like painting with green every time (Craft Lessons video) –
Use “The Crayon Box That Talked” to show this

WORD CHOICE

- ✎ Finding a better word (2nd p. 42)
- ✎ Ending “I love” stories (2nd p. 43)
- ✎ Describing what you mean by “nice” or “good” (2nd p. 43)
- ✎ General/Specific game (TYW p. 125-126) – do this over two days
- ✎ Read aloud a lot!
- ✎ Creating Interest with Words (Sn p. 238)
- ✎ Chicken Sunday by Polacco (p. 208 SNE)
- ✎ Keep a list of words we want to use in our writing (divided into nouns and verbs)
- ✎ Use the synonym function in Microsoft Word
- ✎ Power verbs, Megaverbs, strong verbs (TYW p. 90)
- ✎ Put words “to bed;” Dealing with Tired Words sheet (Sn p. 246)
- ✎ Making up new words
- ✎ Repeating a Word (CL)
- ✎ The Repeating Line (CL)
- ✎ Similes and Metaphors (Owl Moon is a good one.) (also TYW p. 92)
- ✎ Onomatopoeia
- ✎ Alliteration (TYW p. 127)

SENTENCE FLUENCY

- ✎ What is a complete sentence?
- ✎ Writing a good sentence (2nd p. 14)
- ✎ Think Aloud – Omit words from sentences
- ✎ Think Aloud – Omit endings from verbs in my writing (Do this a lot!)
- ✎ Intro what sentence fluency is with poetry

- ✎ Getting rid of "and then" (TYW p. 117) - intro time order words
- ✎ Expanding Sentences (TYW p. 124)
- ✎ Think Aloud - Start all sentences the same way, and read aloud to show how boring; Varying My Sentences (Sn p. 239)
- ✎ Subject/Verb Agreement
- ✎ Sentence Jingle
- ✎ Why We Have a Subject and a Verb
- ✎ Sentences That Don't Make Sense
- ✎ Combining Sentences (TYW p. 56)
- ✎ For emphasis, use short sentences (HIG 111)
- ✎ For emphasis, use repetition (HIG 111)

VOICE

- ✎ Intro to what voice is (SNE p. 10)
- ✎ voice is knowing who your audience is
- ✎ If I Were the Author (RRR p. 114)
- ✎ Read aloud a lot! Discuss picture book authors' use of voice.
- ✎ Voice (CL)
- ✎ Writing Through a Mask (Personification) (CL)
- ✎ Figures of Speech and Idioms

CONVENTIONS

Spelling Strategies

- ✎ Using the word wall to spell (2nd p. 22)
- ✎ Using the room to spell (2nd p. 23)
- ✎ Spelling an Unknown Word (stretch out like a rubber band)
(great ideas for how to intro this on p. 37 of 2nd book)
- ✎ Circle words you think are misspelled
- ✎ "Ask 3 Before You Ask Me" Spelling Strategy (4blocks ring)

✎ "10 second words"

Parts of Speech

- ✎ What a Noun Is – Noun Jingle
- ✎ Proper Nouns
- ✎ Strong Nouns
- ✎ What a Verb Is – Verb Jingle
- ✎ Strong Verbs
- ✎ What Adjectives Are – Adjective Jingle
- ✎ Adjectives That Compare (big, bigger, biggest)
- ✎ What Adverbs Are – Adverb Jingle
- ✎ Articles (a, an, the)
- ✎ Synonyms and Antonyms
- ✎ Synonym Charts from 6 Traits Web Page
- ✎ Mad Libs

Punctuation

- ✎ Why We Use Capital Letters and Punctuation Marks – Lesson with All Punctuation Out (to show how hard it is to read)
- ✎ Ending Punctuation (TYW p. 60-61)
- ✎ Ending Punctuation (5 lessons on p. 35 of 2nd book)
- ✎ Words That Signal When to Use a Question Mark
- ✎ Reviewing ending punctuation (2nd p. 48)
- ✎ Why We Need Commas
- ✎ Commas in a Series
- ✎ Writing Dialogue Using Quotation Marks

Capitalization

- ✎ Capital Letter song to the tune of "La Cucaracha"
- ✎ capitals for names of people (multiple lessons starting on p. 40 of 2nd)
- ✎ "Murmur Reading" to hear when new sentences begin (TYW p. 62)
- ✎ capitals for names of places (multiple lessons starting on p. 40 of 2nd)

THE WRITING PROCESS

Prewriting

- ✎ Brainstorming a List of Ideas; then pick most important ones for the draft
- ✎ Say it out loud before I write it; model putting words to remind me what I want to write about (can put these words in the margin)
- ✎ Talk Time – model productive ways of doing this (TYW p. 31) “If you can talk, you can write.”
- ✎ Using a Story Map
- ✎ Using a Graphic Organizer
- ✎ Using a web (good one for informational on p. 50 of 2nd)
- ✎ Using a flip book to compare (TYW p. 99)

Rough Draft

- ✎ Daily Teacher Modeling
- ✎ practice talking it out loud before writing it down (HIG)
- ✎ Safe Topic Sentences in an Informational Piece
- ✎ Having a Main Idea in an Informational Piece

Revising

- ✎ Revising Makes It SOUND Better – intro to revising on p. 97 of SNE
- ✎ Reading our writing out loud helps us catch mistakes we miss when we just read it silently (HIG p. 62)
- ✎ Adding to a Story with a caret (TYW p. 54)
- ✎ Using the Editing/Revising Checklist to Publish
- ✎ Cut and Paste (Craft lesson); Revising with Scissors (Sn p. 236)
- ✎ Adding, substituting, deleting, or reorganizing (TYW p. 53-54)
- ✎ Questions Writers Ask Themselves (CTW 85-86)
- ✎ Using a Thesaurus
- ✎ Using post its to write revisions (HIG)

Editing

- ✎ Editing Makes it LOOK Better
- ✎ "Editing By Ear" (TYW p. 60, 63, 65, 124, 139)
- ✎ The Importance of Reading Your Writing Out Loud
- ✎ Reading your Piece So It Makes Sense
- ✎ Spelling Word Wall Words Correctly
- ✎ Checking my writing with COPS (edit ✓list) - do each day! (tips for this on p. 33 of 2nd)
- ✎ Group edit with the teacher (TYW p. 63)
- ✎ Letter to parents about editing for each 9 weeks (TYW p. 59)
- ✎ Using the Editing/Revising Checklist to Publish
- ✎ Students come up to overhead and edit my writing (2nd p. 33)
- ✎ Doing COPS with a buddy
- ✎ Omitting Words
- ✎ Watching Out for Run-On Sentences
- ✎ "Editing Experts"
- ✎ Making Sure Your Titles Have Capital Letters
- ✎ Editing with a Buddy
- ✎ Using a Dictionary

Illustrating

- ✎ Matching Words with the Pictures (Craft lesson)
- ✎ Adding Details (Craft lesson)
- ✎ Talk Bubbles (Craft lesson)

Publishing

- ✎ Deciding which writing piece to publish (2nd p. 44)
- ✎ Modeling how to follow the publishing checklist
- ✎ What the Title Page Looks Like
- ✎ Dedicated Page (Why and What It Looks Like); share examples from real books
- ✎ About the Author Page (Why and What It Looks Like)
- ✎ Interview kids for About the Author (2nd p. 45)
- ✎ Using Student Writing as a Model for Good Writing
- ✎ "Parents as Partners in Reflection" sheet (Sn 233)

ISTEP PROMPTS

Using the "Four Square" method

Lori wrote:

I attended a workshop at the IRA convention in May on this topic - "Helping Writers Improve Using Reading Comprehension!" The presenter was Debbie Scholnick (I hope I spelled that right!) She listed the reading strategies based on MOT and then explained how to teach this in writing workshop. It was a little rushed due to limited time. However, here are HER ideas:

Making Connections: Be specific to hook the reader! Our words trigger other words/thoughts. She gave a couple of exercises: 1. Linked thinking- Write a topic, have students write all the words they can think of that goes with that topic. 2. Show students everyday objects. Students make connections to the object and write about it. (My idea - everyone's story will be different because everyone's schema is different!)

Visualizing/Imaging: Use movement in your writing to help your reader "see." She read a page from When I was Young in the Mountains and had us write down the words that helped us "see" what was happening. Wouldn't you know, all my words were VERBS! She mentioned that we need to balance action, dialogue, and description. Have your characters DO something while they are talking. (My idea - I can use this when my second graders write page after page of dialogue (girls) or action (boys). Of course she recommends having students make images (drawing) and read images (read the pictures - she used Dog Breath - the picture where the dog is walking through trees, one is wilted and the one ahead is not, and there is a wanted poster on the tree) Of course, drawing helps students organize their thinking and helps them think in terms of the language that they will be using.

Asking Questions: She links asking questions with revision - Does this make sense? Is there another way? For example, write different leads to a story and think about the best one. She also mentioned having the students read their stories to themselves into those PVC "phonics phones" so that they can hear their stories and ask better questions.

Determining Importance: She was sketchy here. My notes say, "use during revision."

Inferring: Do you (the writer) need to tell everything? Give your readers hints. (My idea - In Building a Community of Writers, Marcia Freeman calls this "Don't Hit the Reader Over the Head!" The kids love this idea!)

Retelling/Synthesizing: Use a story map and other GOs. Use these during revision to help them revisit their writing and look at it in a different way. (my idea - For those kids who have no plot in their stories, this could be used delicately to help them focus!)

I'm sure that we can come up with other ideas. I really had not processed this until now. I also want to fit this in with the 6+1 traits of writing!

Cece wrote:

She then pulled out a graphic organizer (2 column, with genre on the left, and craft on the right) She said she considered the genre to be things you

would put about the writing type (editorial) on a graphic organizer